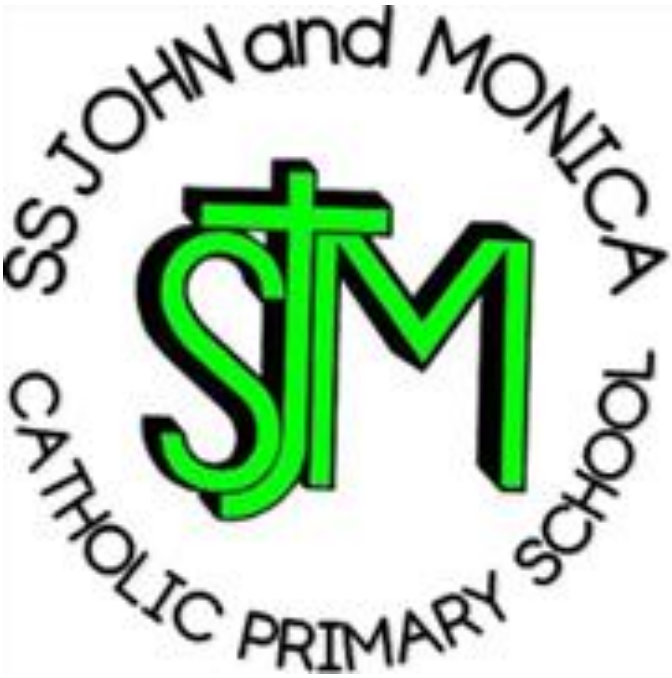
SS John & Monica Catholic Primary School

Positive Relationships and Behaviour Policy



2026-27

Our Mission

'At SS John and Monica's we learn through the example of Jesus to love, respect, understand and value each other'

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1. Aims

This policy aims to:

- Foster and develop positive relationships amongst pupils, parents, and school staff
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: guidance for schools
- Equality Act 2010
- Keeping Children Safe in Education 2026
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- Mobile phones in schools
- Supporting pupils at school with medical conditions
- Special educational needs and disability (SEND) Code of Practice: 0 to 25 years

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88 to 94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- DfE requirements for maintained schools to publish their behaviour policy online.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules and failing to follow the class charter
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking or Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and vapes
- Fireworks
- Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Our comprehensive anti-bullying policy can be found here: https://stjonmon.bham.sch.uk/parents/policies-procedures

5. Roles and responsibilities

5.1 The governing board

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

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5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy and class charters
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to the ethos and Our Mission Statement. We feel it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community.

It is essential that SS. John and Monica School first and foremost must be a place of justice and peace. This philosophy must underpin every aspect of our school life, and be evident in our dealings with each other, the curriculum we present to our children and the ways in which we deliver that curriculum.

In short, we must not be a Catholic school in name only. Our very ethos must proclaim our Christianity, and our attitudes and dealings with everyone connected with school life must reflect the teachings of Christ.

Our Positive Relationships and Behaviour policy should help every member of our school community to fulfil their potential.

It should help create and maintain a happy, caring environment where people can work and play in safety. It should promote good effort and behaviour, building self-esteem and encouraging self-discipline. It should also provide a support for those children who find self-discipline more difficult to maintain.

Adults and children alike must be aware of their individual and collective responsibility to the smooth running of the school.

To know and understand our pupils and their influences

We recognise the importance of knowing and understanding each of the pupils we teach. It is the positive relationships that we form which build the bedrock for our behaviour management. Each class teacher aims to develop and foster these positive relationships following the Establish-Maintain-Restore method. Staff will spend approximately 30 minutes per week during time they already spend with children to make efficient use of time using some of the practical strategies outlined below from the Education Endowment Foundation (December 2019).

	Establish	**Maintain**	**Restore**
Definition	Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection & understanding)	Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)	Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student)
Practical Strategies	• Set aside window of time to spend with student • Inquire about student's interests • Communicate positively: Open ended questions Affirmations • Reflexive listening • Validation • Reference student info Deliver constructive feedback wisely	• 5-to-1 ratio of positive to negative interactions • Positive notes home • Greet students at the door • Relationship check-in • Random, special activities	R3 = Reconnect, Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of the previous incident & start fresh Communicate your care for having the student Engaging in mutual problem solving

6.1 Developing Learning Behaviours

We develop Learning Behaviours using the Skills Builder Universal Framework. The aim is to allow children to develop skills and attitudes that will enable them to be successful in the wider world. We recognise these as essential skills and behaviours that allow our pupils to succeed in life: the ability to creatively solve problems, to self-manage, to communicate effectively and to work well with others. The Framework breaks down each of the eight essential skills into tangible steps that can be developed in turn. We then measure the development of these skills and behaviours over time using assessment.

	The receiving, retaining and processing of information or ideas. This skill is all about being able to effectively receive information - whether it comes from a peer, a teacher, or someone else entirely.
	The oral transmission of information or ideas. This skill is all about how to communicate effectively with others, being mindful of whether they are talking to peers, teachers or others in different settings.
	The ability to find a solution to a situation or challenge. This skill focuses on how to solve problems, recognising that while part of Problem Solving is technical know-how and experience, there are also transferable tools that individuals can develop and use.
	The use of imagination and the generation of new ideas. Creativity is the complement to Problem Solving, and is about generating innovations or ideas v can then be honed through the problem-solving process.
	The ability to use tactics and strategies to overcome setbacks and achieve goals. This skill is all about individuals being equipped to manage their emotions effectively and being able to remain motivated, and ultimately to motivate others, even when facing setbacks.
	The ability to set clear, tangible goals and devise a robust route to achieving them. This skill is about being able to plan effectively - both to achieve organisational goals, and also to set their own personal development targets.
	Supporting, encouraging and developing others to achieve a shared goal. This skill is relevant not only for individuals in a leadership position, but also for individuals working with peers in teams.

	Working cooperatively with others towards achieving a shared goal. This skill applies to working within both formal and informal teams, and also with peers, teachers and others. Initially, this is about individuals fulfilling expectations around being positive, behaving appropriately, being timely and reliable and taking responsibility. This extends to understanding and respecting diversity of others' cultures, beliefs and backgrounds.

6.2 Mobile phones

- SS John and Monica Catholic Primary School is a mobile phone-free environment by default. Pupils must not use or access mobile phones or other smart devices during the school day.
- A limited exception applies to Year 6 pupils who walk to and from school independently. Any mobile phone brought to school must be handed into the school office on arrival, stored securely throughout the school day and collected at the end of the day.
- Reasonable adjustments and agreed exceptions may be made where required to support a pupil's medical or SEND needs.
- Further details are set out in the school's **Mobile Phone and Smart Devices Policy**.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display their own classroom charter devised with the pupils
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement
    - Interactions following 5:1 positive: negative interaction
    - Following the restoration method

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information https://stjonmon.bham.sch.uk/about-us/safeguarding-keeping-children-safe-in-education

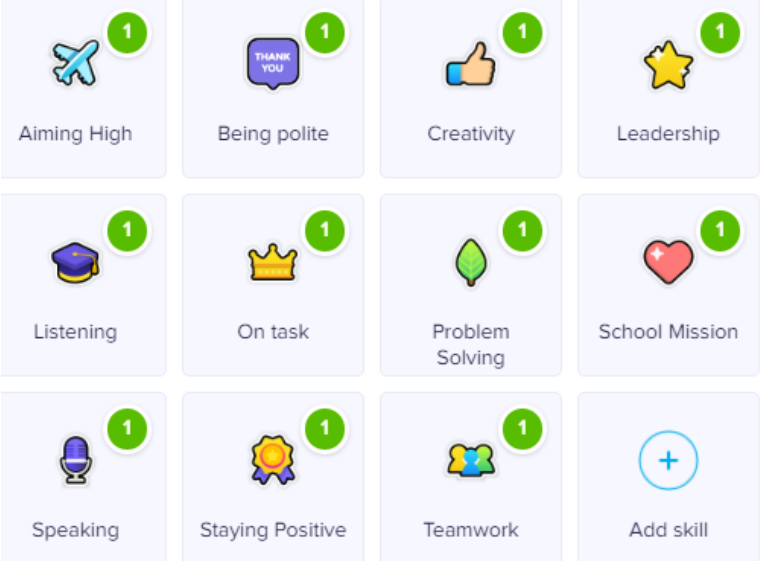
7.3 Responding to good behaviour

Positive behaviour will be recognised and rewarded consistently across the school. Rewards are used to reinforce the school's values, expectations and positive learning behaviours.

House Points are awarded to recognise positive behaviour, effort and achievement.

Class Dojo is also used to recognise and celebrate positive behaviour and learning behaviours linked to the Skills Builder framework. This enables staff to identify and reinforce specific behaviours and allows pupils and parents/carers to see and celebrate positive achievements.

Staff will use praise and rewards fairly and consistently, ensuring that pupils understand the behaviours and attitudes being recognised.



7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

AGREED PROCEDURES AND SANCTIONS

The class teacher is generally the best person to manage the behaviour of their children. Any sanction is applied to the behaviour and not the individual child – children reflect on their behaviour and choices.
Devolving this responsibility to another member of staff should only be done in exceptional circumstances or in instances of extreme behaviour and in these situations the child should be referred to the Phase Leader/Deputy Head.
Each class will follow the Sanctions below which will be displayed in each classroom:

Step	Sanction	

1	First Verbal Warning	
2	Second Verbal Warning	
3	Time out within the class (5 minutes)	5 minutes to reflect upon this during lunchtime or another appropriate time
4	Time out within the class next door (5 minutes) to reflect upon this during lunchtime (5 minutes)	5 minutes to reflect upon this during lunchtime or playtime. **Parents Informed**
5	Removal from class and sent to phase leader	**Parents informed**, complete reflection during lunch or playtime
6	Removal from class and sent to Headteacher	**Parents informed**, complete reflection at an appropriate time

1. Step1/2 - Verbal reminders or prompt of desired behavior
2. Step 3 – Time out within classroom –reflect and discuss during an appropriate time with class teacher
3. Step 4- Child has time out within class next door, reflects during lunchtime discussion with class teacher and has the opportunity to change *Parents informed
4. Step 5 and 6- If behavior continues, child is removed from class, sent to phase leader/head teacher and will miss play or lunchtime. The child must complete reflection and discuss next steps with the class teacher *Parents informed

The class teacher will inform parents of any pupils involved in repeated behaviour issues

- If behaviour is persistent, the class teacher will make a referral to the Deputy Headteacher or Phase Leader for additional support and strategies. Where appropriate, a behaviour contract may be introduced if concerns continue. This will be agreed with the pupil and parents/carers and reviewed regularly.
- Behaviour issues at lunchtime will be managed in line with the school's lunchtime behaviour sanctions.
- Parents/carers will be invited to attend a meeting to review behaviour where their child is placed on a behaviour monitoring chart or support plan.
- Where behaviour continues to cause concern, SLT may determine that further support is required. A Behaviour Support Plan (BSP) may be developed in consultation with the class teacher, pupil and parents/carers. The plan will identify areas of concern, appropriate strategies and support, and clear targets for improvement.
- Where there is evidence that a pupil may have special educational needs, the SENCO will consider whether further assessment or SEND Support is appropriate, in line with the school's SEND Policy. Where a pupil is already receiving SEND Support, their behaviour needs and any relevant strategies will be considered as part of the SEND cycle of assess, plan, do and review.

- Staff will take account of pupils' individual needs when responding to behaviour. Where appropriate, reasonable adjustments will be made for pupils with SEND, disabilities or other identified needs, while maintaining high expectations for behaviour, safety and the orderly running of the school.
- External agencies may be involved where additional specialist support is required. This may include consultation with staff and parents/carers, observation, assessment, advice and direct work with pupils, where appropriate.
- In cases of serious or dangerous behaviour, a pupil may be referred directly to the Phase Leader, Deputy Headteacher or Headteacher and appropriate action taken. The school's agreed system for summoning additional assistance should be used where behaviour presents an immediate risk or becomes unmanageable.
- In cases of serious or persistent behaviour, the Headteacher may consider further sanctions, including lunchtime arrangements, suspension or permanent exclusion, in accordance with the relevant sections of this policy and the school's Suspension and Permanent Exclusion Policy.

7.5 Restrictive interventions, including the use of reasonable force

The school is committed to minimising the need for restrictive interventions through positive relationships, appropriate support, prevention and de-escalation.

In some circumstances, staff may use reasonable force where it is necessary and lawful to prevent a pupil from causing harm to themselves or others, damaging property, committing an offence or causing serious disorder.

Any use of force must be reasonable, proportionate and necessary, use the minimum force required and be for the shortest time possible. Restrictive intervention must never be used as a punishment.

Staff will take account of individual needs, including SEND, disability, medical needs and other vulnerabilities, and make reasonable adjustments where appropriate.

Significant incidents involving the use of force, restraint or seclusion will be recorded and reported to parents/carers in accordance with statutory requirements.

Full procedures, including risk assessment, planned and emergency interventions, seclusion, recording and reporting, post-incident support and governance oversight, are set out in the school's **Physical Interventions Policy**.

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE'slatest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher (DSL) or Deputy Head (DDSL) if Head teacher is not available or DDSL to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the DSL or relevant DDSL will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our child protection and safeguarding policy for more information https://stjonmon.bham.sch.uk/about-us/safeguarding-keeping-children-safe-in-education

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy https://stjonmon.bham.sch.uk/about-us/safeguarding-keeping-children-safe-in-education for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove a pupil from the classroom for a limited period of time.

Removal is a serious sanction and will only be used where appropriate. Staff will normally use other behaviour strategies before removing a pupil from the classroom, unless the behaviour is sufficiently serious to warrant immediate removal.

Removal may be used to:

- restore order where a pupil is being unreasonably disruptive;
- maintain the safety of pupils and staff;
- allow the pupil to continue their learning in a managed environment; or
- allow the pupil time and space to regain calm safely.

Pupils who have been removed from the classroom will continue to receive meaningful education under the supervision of a member of staff. This may differ from the curriculum being delivered in their usual classroom.

Pupils will not be removed from the classroom for prolonged periods without the explicit agreement of the Headteacher.

Pupils will be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is required to help the pupil successfully reintegrate and meet the expected standards of behaviour.

Parents/carers will be informed on the same day where their child has been removed from the classroom.

Where a pupil is frequently removed from class, the school will consider whether additional or alternative support is required. This may include:

- support from the school's pastoral team/ELSA;
- additional adult support where appropriate;
- a short-term or longer-term Behaviour Support Plan;
- involvement of the SENCO where there is evidence of, or concern about, additional needs; and
- assessment or support from external agencies where appropriate.

All incidents of removal from the classroom will be recorded on the school's agreed recording system, including the circumstances, reasons for removal, action taken and outcome.

Senior leaders will regularly monitor removal data to identify patterns, evaluate the effectiveness of support and consider whether there is any disproportionate impact on particular groups of pupils.

8.2 Suspension and permanent exclusion

Suspension and permanent exclusion are serious, lawful sanctions that the school may use only where proportionate and as a last resort to: (a) respond to a serious one-off incident, or (b) address persistent poor behaviour that has not improved despite in-school sanctions and targeted support. The decision is made only by the Headteacher (or acting Headteacher).

Link to full process. For statutory duties, timescales, meeting thresholds and model letters, see our Pupil Suspension and Permanent Exclusion Policy (on our website):
https://stjonmon.bham.sch.uk/parents/policies-procedures

Legal & fairness tests (applied in every case). Any decision to suspend or permanently exclude must be lawful, reasonable, fair and proportionate, based on the facts on the balance of probabilities, and must take account of safeguarding, equality duties and any SEND/EHCP-related needs and reasonable adjustments.

When suspension may be used

- Serious one-off incident that creates or risks significant harm or seriously disrupts learning/safety (e.g., dangerous conduct in corridors/stairwells; violence; bringing a prohibited item).
- Persistent poor behaviour that continues despite graduated in-school sanctions, support and reasonable adjustments (see examples below).

Illustrative examples (not exhaustive): “persistent poor behaviour” may include, but is not limited to:

- **Repeated disruption** of lessons or learning after warnings, restorative work and support plans.

- **Defiance/refusal** to follow reasonable instructions, **repeated** over time and impacting safety/learning.

- **Ongoing bullying or harassment** (including online), or **repeated abusive language** towards pupils/staff.

- **Physically hurting others**, including **hitting, kicking, pushing, grabbing or spitting**, and/or **attempts/threats to do so**, whether in class, corridors or playgrounds.

- **Repeated unsafe behaviour** in high-risk areas (e.g., stairs/corridors), including throwing objects or running from supervision.

- **Continued damage or vandalism**, **theft**, or **misuse of technology** that causes harm after interventions.

- **Bringing/using prohibited items** (e.g., vapes, fireworks) or items likely to cause harm or alarm.

- **Targeted discriminatory behaviour** (e.g., racist/sexist/homophobic/transphobic incidents) that persists despite sanctions and support.

(These examples are indicative only; the Headteacher will judge each case on its facts and proportionality, taking account of the pupil's age, needs and context.)

When permanent exclusion may be used

Permanent exclusion will be considered only as a last resort:

- In response to serious or persistent breaches of this policy and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of others. In appropriate cases the school will consider alternatives first (e.g., targeted support, off-site direction, managed move) where suitable and in the pupil's best interests.

Vulnerable pupils, SEND and reasonable adjustments

Before deciding on suspension or permanent exclusion, the Headteacher will:

- Consider whether the behaviour may relate to SEND/EHCP needs and whether reasonable adjustments have been made/are required;
- Consult the SENCO and, for pupils with an EHCP, liaise with the local authority promptly and consider an early or interim EHCP review;

- Take into account safeguarding factors (in consultation with the DSL).

Process summary (see Exclusions Policy for the full detail)

- Decision & recording: Headteacher records reasons and proportionality (including SEND/equality considerations and alternatives explored).
- Parents informed without delay and given the formal letter with reasons, length, and rights to make representations.

- Work provided and marked for days 1–5 of a suspension; day-6 education duties followed as set out in the Exclusions Policy.

- Notifications to the Governing Board and Local Authority are made where required (including cumulative day thresholds and exam/test cases).

- Reintegration: On return from suspension, the school will hold a reintegration meeting (and, where helpful, may agree a brief written plan with a short review date).

Cross-reference: For thresholds that trigger a Governing Board (PDC) meeting, Independent Review Panel (IRP) routes, cancellation rules, and the school/LA duties for day-6 education, please see the Pupil Suspension and Permanent Exclusion Policy on our website (link above).

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Examples of reasonable adjustment can include

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Restoration meetings
- Reflection meetings
- Daily contact with the pastoral lead/deputy head
- A report card with personalised behaviour goals
- A success book

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, staff will be provided with appropriate training and information on managing behaviour, including:

- the school's Positive Relationships and Behaviour Policy and behaviour systems;
- establishing positive relationships, routines and expectations;
- appropriate behaviour management and de-escalation strategies;
- the needs of pupils at the school;
- how SEND, disability, mental health and other individual needs may affect behaviour; and
- the appropriate use of restrictive interventions, including reasonable force, where relevant to their role and in accordance with the school's Physical Interventions Policy.

Behaviour management and positive relationships will also form part of continuing professional development where appropriate.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect and monitor appropriate information relating to behaviour, including:

- behavioural incidents, including removal from the classroom;
- attendance, suspensions and permanent exclusions;
- off-site directions and managed moves, where applicable;
- incidents of searching, screening and confiscation; and

- feedback from pupils, staff, parents/carers, governors and other stakeholders about the school's behaviour culture, where appropriate.

Behaviour data will be reviewed regularly by the Senior Leadership Team (SLT) to identify patterns and trends and to evaluate the effectiveness of the school's approach to behaviour.

Analysis may include consideration of:

- whole-school patterns;
- individual pupils and groups of pupils;
- age and year groups;
- patterns relating to individual members of staff, where appropriate;
- time of day, week or term;
- repeated incidents or behaviours; and
- protected characteristics and other relevant pupil characteristics, including SEND.

The school will use this analysis to identify any trends, disparities or disproportionate impact on particular groups of pupils and to ensure that it is meeting its duties under the Equality Act 2010.

Where patterns or concerns are identified, leaders will consider appropriate action. This may include reviewing individual pupil support, staff practice, reasonable adjustments, preventative approaches or aspects of the school's behaviour policy and procedures.

13.2 Monitoring this policy

This positive behaviour and relationship policy will be reviewed by the head teacher and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the governing body

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body annually

14. Links with other policies

This policy should be read alongside the following school policies:

- Pupil Suspension and Permanent Exclusion Policy
- Child Protection and Safeguarding Policy
- Physical Interventions Policy
- Anti-Bullying Policy
- SEND Policy
- Online Safety Policy
- Mobile Phone and Smart Devices Policy

Appendix 1: Written Statement of Behaviour Principles

We recognise that all behaviour is a form of communication and all interactions between staff and pupils will be built upon positive relationships.

- Every pupil understands that they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and any use of restrictive interventions, including reasonable force, are applied consistently and appropriately by staff, in line with the school's policies.
- The behaviour policy is understood by pupils and staff.
- The Pupil Suspension and Permanent Exclusion Policy explains that suspension and permanent exclusion will only be used where appropriate and outlines the processes that will be followed.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster positive relationships between the school and pupils' home lives.
- The Governing Body emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Body.

One Page Positive Relationship Summary

AIM: To provide children with a happy, safe environment where our positive culture and ethos promotes, celebrates and ensures excellent behaviour.

We will build upon eight essential skills to support now and in the future:

Listening · Speaking · Problem solving · Creativity · Staying positive · Aiming high · Leadership · Teamwork

Positive relationships are at the heart of our philosophy when managing and encouraging excellent behaviour.

Positive reinforcement

ClassDojo

A whole-school house point system is used where staff can celebrate and promote good work. House points are collated each week and celebrated. The individual ClassDojo system enables children to work towards both a class (Dojo party) and individual target linked to our Skills Builder learning behaviours, where children demonstrate the eight essential skills and receive 'dojos'.

Through building positive relationships, we recognise and understand the different challenges for each child that impact upon behaviour and we respond with support, understanding and reasonable adjustments.

Behaviour ladder and sanctions

Step	Sanction	Details
1	First verbal warning	A reminder of the expected behaviour.
2	Second verbal warning	A further reminder and clear explanation of how to improve.
3	Time out within the class (5 minutes)	5 minutes to reflect within the class, followed by a restorative conversation.
4	Time out in another class (5 minutes)	5 minutes to reflect in a partner class, followed by a restorative conversation.
5	Removal from class and sent to Phase Leader	Parents informed. Completion of reflection during lunch or playtime.
6	Removal from class and sent to the Headteacher	Parents informed. Completion of reflection at an appropriate time.

Happy children learn. Respectful relationships grow. Brighter futures begin here.

Appendix 3: Letters to parents about pupil behaviour - templates

First behaviour letter

Dear [insert parent name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property'.]

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name] behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear [insert parent name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear [insert parent name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.]

Yours sincerely,

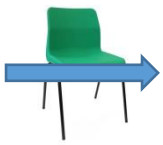
Class teacher name: _____

Class teacher signature: _____

Date: _____

Appendix 4: Classroom Sanctions and Reflection

At SS John and Monica we learn through the example of Jesus to: love, respect, understand and value each other.

S.s John and Monica Sanctions		
Step	Sanction	
1	First Verbal Warning	
2	Second Verbal Warning	
3	Time out within the class (5 minutes)	5 minutes to reflect upon this during lunchtime
4 	Time out within the class next door (5 minutes) to reflect upon this during lunchtime or appropriate time (5 minutes)	5 minutes to reflect upon this during lunchtime **Parents Informed**
5	Removal from class and sent to phase leader	**Parents informed**, and complete reflection
6	Removal from class and sent to Headteacher	**Parents informed**, and complete reflection

Class Dojo Target

KS2 Reflection

Think about what mistakes you have made this week and who this impacted. Explain what you will change next week

Date_____

Name_____

Class_____

What I did wrong this week

_____
_____
_____
_____
_____
_____

Who did this impact and why?

_____
_____
_____
_____
_____
_____

What will I do differently next time?

_____
_____
_____
_____
_____

Appendix 5: Lunchtime Sanctions

S.s John and Monica Lunchtime Sanctions		
Step	Sanction	
1	First Verbal Warning	
2	Second Verbal Warning	
3	Time out on bench (5 minutes)	5 minutes to reflect upon during lunchtime
4	Time out inside (hall) class teacher notified	5 minutes to reflect upon this during lunchtime **Parents Informed**
5	Removal from class lunch and sent to Deputy Head	**Parents informed**, and complete reflection
6	Removal from lunch and sent to Headteacher	**Parents informed**, and complete reflection